

LEA Application
Michigan SIG Cohort V
APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

LEA Information

Legal Name of LEA Applicant: Flint, School District the City of

District Code: 25010

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LEA Contact for the School Improvement Grant

Name: Bilal K. Tawwab

Position and Office: Superintendent

Contact's Mailing Address: 923 E. Kearsley, Flint, Michigan 48503

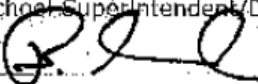
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Mr. Bilal Tawwab

LEA School Superintendent/Director (Printed Name)



Signature of the LEA School Superintendent/Director

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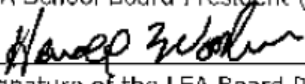
Telephone

7-15-2016

Date

Mr. Harold Woodson

LEA School Board President (Printed Name)



Signature of the LEA Board President

(810) 938 - 2222

Telephone

7-15-2016

Date

Mrs. Karen Christian

Union Representative (Printed Name)

(810) 733- 7800

Telephone

Signature of Union Representative

Date

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the conditions that apply to any waivers the State of Michigan receives through this application.

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

LEA Application

Schools to be Served

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Eligible schools it will serve with a School Improvement Grant.

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments B.1 – B.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
 - are identified as priority
- choose the transformation, turnaround, whole-school reform, or early learning models
- are facing a documented public health or environmental emergency

[illegible]

1.a. Analysis of Need

Multiple Data Sources: Flint Southwestern Classical Academy staff collaboratively completed a data analysis during the development of the SIG V application. The **Achievement Data** indicated (NWEA, M-STEP) on the Spring NWEA benchmark assessment 71% of all students were not proficient in reading; on the 2015 M-STEP Reading 88% of 7th, 84% of 8th, and 67% of 11th were not proficient in reading. On the Spring NWEA benchmark assessment 88% of all students were not proficient in math; on the 2015 M-STEP Math 98% of 7th, 96% of 8th and 89% of 11th were not proficient in math. On the Spring NWEA benchmark assessment 82% of all 7th, 8th, and 9th were not proficient in Science; on 2015 M-STEP Science 98% of 7th and 93% of 11th were not proficient in Science. In Social Studies 97% of 8th and 90% of 11th were not proficient on the 2015 M-STEP Social Studies. **Demographic Data** retrieved from MI School Data and SYNERGY included student profiles, attendance and discipline information revealed that in the 2015-2016 school year, 150 of the 912 students (16%) have ten or more absences. An average of 15.7% of students across grades 7- 12, and 41% of 7th grade students have had at least one suspension. **Process Data** (Administrative and Teacher Coach collegial walk-throughs) indicated that less than 20% of the teachers utilized small group instruction and student engagement strategies. **Perception Data** consisted of student, parent and staff surveys. Students indicated safety and bullying as their concerns. Parents indicated student safety, communications and access to staff were their priorities. Teachers indicated student discipline the highest need area.

Subgroups: Analysis of the data identified the following student subgroups: students not proficient in the core areas, students with ten or more absences, and students with one or more suspensions. The data analysis also identified multiple targeted areas for improvement.

Targeted areas for improvement fall into three areas: (1) Academics, (2) Culture and Climate, and (3) Leadership.

Process for Intervention Model Selection

FSCA team of staff, parents and community members conducted their comprehensive review and disaggregation of current data, which indicated the need for a high-level intervention model. The current academic performance, the district in deficit reduction and the recent water crisis has negatively impacted the climate and culture of the building. There is an expressed need to develop leadership capacity of students, staff, and parents to change mindsets and create a healthy culture for teaching and learning.

The Turnaround Model was selected based on the required elements of the model and current restructuring occurring in the district under newly hired Superintendent Tawwab. With a focus on academics, culture and climate, and leadership the Turnaround Model promotes a new governance structure and the replacement of the principal. All existing staff will be screened and no more than 50% will be rehired. Staff will be provided ongoing, high-quality, job embedded professional development aligned with FSCA instructional program and designed with school staff. The Turnaround Model advances the continuous use of student data to inform and differentiate instruction to meet student needs and to provide increased learning time.

1.b. Analysis of Need

How Parents were Recruited

Parent input was actively sought during the development of the SIG V application. The Assistant Principal met with the building's Title I Family Engagement Facilitator to identify participants. Based upon parent participation of less than 1% during the 2015-16 school year, the Assistant Principal made a personal telephone call to each identified parent inviting them to be part of the team to develop the grant application.

How Community Member were Recruited

A district representative assisted the Assistant Principal in the recruitment of community members for their participation in the SIG V application. Community-FSCA-partnerships include the Department of Human Services-Mental Health, University of Michigan-Flint Center of Educational Outreach College Advisory Program, Central Michigan University GEAR-UP program, Teen Quest and Youth Quest programs provided by the Crim Foundation, and faith-based organizations.

Soliciting, Collecting and Including Parents and Community Members

During SIG V application process, parent and community members' input was solicited, collected and included through direct participation in the writing sessions and through emails and telephone communication. Parents and community representatives were asked what would make FSCA stronger in academics, culture and climate, and leadership. Their responses were shared with the writing team and incorporated into the improvement plan. Examples of suggestions included family health and fitness offerings and additional events to celebrate student success. During the school year, the principal provides parents and community members detailed information on school improvement and student achievement at monthly parent meeting. Additionally, the school uses robo call and informational flyers to keep parents abreast of what is going on.

Frequency and Duration of Meetings/Gatherings

Beyond face-to-face meetings, conference calls, and emails, the FSCA team met weekly for minimum of four hours each day during the development of the SIG V application continuing their 2015-16 school year data dialog process and taking a critical look at the building's data and evaluation of current programs for students.

3.b. Intervention Model: Implementation Strategies

Description of EBS and how they support the Turnaround Intervention Model

Over the next five years FSCA will implement the Turnaround Intervention Model utilizing the following evidence based strategies found in Community Schools. FSCA will focus on: (1) Improved student achievement, (2) Improved climate and culture, and (3) Developing building leadership capacity:

Focus Area	Evidence Based Strategy	Turnaround Model
Student Achievement	<ul style="list-style-type: none">• Community Schools• Alignment of curriculum to state standards• Enhance implementation of the International Baccalaureate Middle Years & Diploma Programs (IB MYP/DP)• Center for Environmental Innovation, Research & Design• Provide high quality, engaging instruction• Implement MTSS• Extended learning & youth development opportunities• Support job-embedded PD in the context of professional learning communities (PLCs)• Increased learning time	<ul style="list-style-type: none">• Ongoing, high-quality, job embedded professional development aligned with instructional program• Data used to identify and implement research based instructional programs• Instructional programs vertically aligned• Increased learning time• Continuous use of student data to inform and differentiate instruction to meet student needs
Climate and Culture	<ul style="list-style-type: none">• Community Schools• Utilize WEB, LINK & CREW transition programs for students transitioning to middle school & high school• MSU Culture and Climate Institute• Implement PBIS & Restorative Practices• Health & social emotional supports• Family/Community Engagement programs & partnerships to support real world learning experiences focused on citizenship & environmental problem solving	<ul style="list-style-type: none">• Continuous use of student data to identify and implement instructional programs• Provide appropriate social-emotional and community-oriented services and supports for students.
Leadership Capacity (Students, Staff, Parents)	<ul style="list-style-type: none">• Community Schools• Michigan Fellowship of Instructional Leaders (MIFIL)• MSU Culture & Climate Institute• Parent Engagement Facilitator• WEB, LINK & CREW programs	<ul style="list-style-type: none">• New governance structure• Increased opportunities for promotion and career growth• Ongoing Professional development designed by school staff• Leveraging partnerships with the community

Extent EBS will be implemented FSCA Instructional Leadership Team (ILT) will be responsible for developing the capacity of the each PLC through job-embedded professional development. The ILT and PLC will be the structures for the continuous use of data to inform and differentiate instruction. They will promote ongoing, high-quality professional development. They will also be the mechanism for implementing and improving the MYP/IB curriculum and instructional practices to maintain a focus on teaching and learning, as well as to support the professional learning for implementation of MTSS, PBIS, Restorative Practices, and WEB, LINK & CREW programming in order to improve school culture and climate.

The EBS will be monitored for effective implementation and coherence. The SIG Coordinator will convene regularly scheduled monthly meetings.

3.c. Intervention Model: Effectiveness Evaluation

Metrics to measure effectiveness

FSCA team identified three areas for improvement: (1) Academics, (2) Culture and Climate for students, staff, parents and community partners, and (3) Building Leadership Capacity for all, including students, staff, parents and community partners. Extensive reform implementation will require that leadership capacity be built across all stakeholders at all levels.

The building will utilize the four types of data (achievement, demographic, process, perception) to determine the effectiveness of the SIG V.

Focus Area	Evidence Based Strategy	Metric
Student Achievement	<ul style="list-style-type: none">• Community Schools• Alignment of curriculum to state standards• Enhance implementation of the International Baccalaureate Middle Years & Diploma Programs (IB MYP/DP)• Center for Environmental Innovation, Research & Design• Provide high quality, engaging instruction• Implement MTSS• Extended learning & youth development opportunities• Support job-embedded PD in the context of professional learning communities (PLCs)• Increased learning time	<ul style="list-style-type: none">• NWEA (Fall, Winter, Spring)• M-Step• Building developed interim and summative assessments• Report cards• Administrative /Teacher Walk-Through• Before & After-School Calendar• Student, Parent and Staff surveys• Building Schedule
Climate and Culture	<ul style="list-style-type: none">• Community Schools• Utilize WEB, LINK & CREW transition programs for students transitioning to middle school & high school• MSU Culture and Climate Institute• Implement PBIS & Restorative Practices• Health & social emotional supports• Family/Community Engagement programs and partnerships to support real world learning experiences focused on citizenship & environmental problem solving	<ul style="list-style-type: none">• Attendance (Students and Staff)• Disciplinary referrals• Suspensions• Community Partnerships• Administrative /Teacher Walk-Through• Student, Parent and Staff surveys
Leadership Capacity (Students, Staff, Parents)	<ul style="list-style-type: none">• Community Schools• Michigan Fellowship of Instructional Leaders (MIFIL)• MSU Culture & Climate Institute• Parent Engagement Facilitator• WEB, LINK & CREW programs	<ul style="list-style-type: none">• Persons in leadership positions• Leadership opportunities for Students, Staff and Parents• Number of newly created leadership positions• Development of leadership pipeline• Perception Surveys• Professional Development Trainings

How the Information will be shared with stakeholders

FSCA data coach in collaboration with the SIG Coordinator and principal will develop a process of collecting, disaggregating and disseminating data to stakeholder groups: students, staff, principal, superintendent, parent liaison and community members

Meaningful Engagement of Families and Community Groups

During the planning year (2016-17) SIG Family Liaison will collaborate with SIG Grant Coordinator, Title I Parent Engagement Facilitator and Principal to develop an action plan to update families and community members on student achievement and the progress of the reform model. Examples of activities that might be included in the action plan would be sharing at open house, parent meetings, social media, building website, new flyers, media.

Monitoring and Evaluating the Effectiveness of the SIG

During the planning year (2016-17) the SIG Grant Coordinator will work collaboratively with the principal and the Instructional Leadership Team (ILT) on a regular basis to monitor the efficiency of the budget funds being utilized to support the grant initiatives. The Turnaround Intervention Model and strategies will be evaluated for effectiveness to the extent the strategies meet the goals and objectives of the grant. Effectiveness measures will include: improvements in student achievement measured by achievement on formative and summative assessments, improved culture and climate, and increased leadership opportunities and persons in leadership positions, disciplinary referrals, community partnerships, sustained ongoing professional development, student and staff attendance, and the quality and impact of the work.

Process to Continually Monitor and Measure Expected Outcomes

During the planning year (2016-17) the SIG Grant Coordinator will work collaboratively with the principal, SIG Data Coach, school improvement leadership team, and MDE SIG Facilitator/Monitor to develop a SIG V monitoring calendar and rubrics to expected outcomes.

4.a Resource Profile: Leveraging Grant Funds

How state and federal funds will be leveraged to implement the Turnaround Intervention Model

During the SIG V application, the FSCA team analyzed current programming and staffing to ensure resource alignment with the turnaround intervention model and Community Schools strategies. FSCA will work closely with Central Office to maintain alignment of financial and human capital resources funded through multiple funding sources. Initiatives that are proven effective and aligned to SIG V goals will continue to be provided through their respective funding sources. The following table demonstrates the coordination of building resources for specific components included in the reform plans:

Leveraging of State and Federal Funds to Implement the Turnaround Model		
Focus Area	Evidence Based Strategy	Metric
Student Achievement	<ul style="list-style-type: none">• Community Schools• Alignment of curriculum to state standards• Enhance implementation of the International Baccalaureate Middle Years & Diploma Programs (IB MYP/DP)• Center for Environmental Innovation, Research & Design• Provide high quality, engaging instruction (LSI)• Implement MTSS• Extended learning & youth development opportunities• Support job-embedded PD in the context of professional	General Funds General Funds SIG V SIG V General Funds Title IA Set Aside Other Funding Title IIA

	learning communities (PLCs) <ul style="list-style-type: none"> Increased learning time 	SIG V
Climate and Culture	<ul style="list-style-type: none"> Community Schools Utilize WEB, LINK & CREW transition programs for students transitioning to middle school & high school MSU Culture and Climate Institute Implement PBIS & Restorative Practices Health & social emotional supports Family/Community Engagement programs and partnerships to support real world learning experiences focused on citizenship & environmental problem solving 	General Funds SIG V SIG V District Funds Other Funds SIG V
Leadership Capacity (Students, Staff, Parents)	<ul style="list-style-type: none"> Community Schools Michigan Fellowship of Instructional Leaders (MIFIL) MSU Culture & Climate Institute Parent Engagement Facilitator WEB, LINK & CREW programs 	General Funds Other Funds SIG V Title IA SIG V

How SIG funds will be used to supplement and support other funding

FSCA and the district will utilize the supplement, not supplant, test for allowable use of funds and implement the Michigan Department of Education's Program Evaluation Tool (PET).

4.b Resource Profile: SIG Funded Positions

All SIG V funded positions will be implemented with a focus of building the capacity of the leadership, staff, students and parents over the course of the grant. A plan will be developed inclusive of benchmarks indicating a gradual release and transfer of duties and responsibilities to the administration, PLC chairs, staff, students and parent leaders at the end of the grant. District monies will be identified for technology updates and replacements. Title IIA funds will be identified for ongoing job embedded professional development.

SIG Coordinator Organizational Relationship: Reports to the Principal

The SIG Coordinator will be a posted 1.0 FTE position with the primary responsibility of effectively and efficiently maximizing the expenditure of grant dollars. They will work in conjunction with the principal, staff, SIG Data Coach and SIG Family Liaison to facilitate the timely implementation of the plan of action for this grant and to build the capacity of all stakeholders. The SIG Coordinator will also facilitate monthly meetings with the principal, representation from the MDE, External Partners, professional development chairperson, school improvement chairperson, instructional specialists and other identified partners to assure that all services are coordinated and implemented with fidelity.

EDUCATIONAL REQUIREMENTS:

Bachelor's degree--Preferably in the area of Education or Business Management. Must be well versed in technology, data collection and analysis to provide proper oversight of the grant.

Experience with Grant Management and Data Interpretation & Analysis preferred

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Monthly, progress-monitor the success on the achievement of the targets to provide feedback to the school for instructional decision-making and to monitor student learning.

Provide timely and accurate information that is meaningful and useful to district and to school leaders, teachers and other stakeholders in understanding student performance, school effectiveness, and the impact of improvement efforts on student achievement.

Monitor budget that includes appropriate personnel and activities to support the Turnaround Intervention Model.

Collaborate with the principal in reviewing expenditures according to the approved SIG budget.

Attend weekly scheduled staff meetings

Respect the confidentiality of students in the classroom, in discussions with coworkers, and in discussions with parents of other students

Maintain documentation of work completed, conferences held, etc. as required by the administration

Other duties as assigned by the administration

Data Coach Organizational Relationship: Reports to the Principal

This will be a posted 1.0 FTE position

Educational Requirements: A Bachelor's Degree in Education Preferably in Data Management & Analysis

Experience with Data Acquisition, Analysis and Disaggregation required

Essential Duties and Responsibilities

Work in conjunction with the principal, staff, and SIG Coordinator to develop protocols to collect, analyze, disaggregate and disseminate the four types of data.

They will work collaboratively with the principal, SIG Coordinator, SIG Family Liaison, representation from the MDE, External Partners, professional development chairperson, school improvement chairperson, instructional specialists and other identified partners to assure that data is analyzed for all services which should be coordinated and implemented with fidelity. It will be necessary for this individual to be well versed in technology, data collection and analysis to provide the proper oversight.

Family Liaison Organizational Relationship: Reports to the Principal

This will be a posted 1.0 FTE position for the first three years of the grant and reduced to a 0.5 FTE for years four and five of the grant.

Educational Requirements:

High School Diploma or Equivalent

A resident of the FSCA community preferred

Essential Duties and Responsibilities

The primary responsibility of the Family Liaison will be to make connections with the home and school in a positive, respectful and welcoming manner to assist with the academic success of FSCA students.

Research and identify creative social media strategies to enhance communication with the parents and community members.

Work collaboratively with FSCA Family Engagement Facilitator to support students, parents, families and community.

This individual should be a member of the community that possesses empathy and understanding for the families in the community, an articulate and effective communicator, able to plan, organize and implement activities and events based on the assessment of the needs of students, parents and families.

The Family Liaison will have monthly parent meetings to engage the community. They will assist parents and families in understanding school dynamics and creating a space in which they feel welcome and encouraged to be involved in their child's education.

5. External Service Provider (ESP)

How ESP or Strategy Developer was determined

The FSCA SIG V team will utilize the process established by the district in the selection of external providers. The district has a process and protocol for selecting contracted services. After completing the process, the selected contracted service provider's contract is submitted to the Board of Education for approval.

Process used to research provider and review evidence of effectiveness

The SIG V team will examine potential providers on the MDE pre-approved list who offered services related to the three areas of the Turnaround Plan: Student Achievement, Climate and Culture and Leadership. The team will research each vendor to determine their experience and past performance with other school districts. The Turnaround providers will be also asked to discuss their turnaround approach, outcomes, evaluation, and demonstrated successes for rapid school reform.

Selection Process

The vetting process for potential vendors will include responses to the following:

- Is the provider on the approved list from the MDE?
- Is the provider's offered services aligned to the targeted goals and objectives of the SIG V and FSCA's School Improvement Plan?
- Are the provider's services research based and capacity building with a record of demonstrated effectiveness?

- Are the services reasonably priced and can be implemented immediately upon award of the contract?

To conclude the vetting process, reference checks will be conducted and final selection will be made based on meeting requirements of the Flint Board of Education's external services policies and procedures and board approval. (Board Policy 3730)

Process to be used to monitor and evaluate the ESP or Strategy Developer

All providers selected will be monitored for effectiveness. Bi-weekly meetings will be held during the planning process with all stakeholders and service providers. The SIG Coordinator will facilitate these meetings.

The Following ESPs were identified and consulted when developing the SIG V application

Focus Area	Evidence Based Strategy	Vendor
Student Achievement	<ul style="list-style-type: none"> • Enhance implementation of the International Baccalaureate Middle Years & Diploma Programs (IB MYP/DP) 	<ul style="list-style-type: none"> • Apple Technology • School Enhancement Services- IB
Climate and Culture	<ul style="list-style-type: none"> • Utilize WEB, LINK & CREW transition programs for students transitioning to middle school & high school • MSU Culture and Climate Institute 	<ul style="list-style-type: none"> • WEB, LINK & CREW • MSU
Leadership Capacity (Students, Staff, Parents)	<ul style="list-style-type: none"> • MSU Culture & Climate Institute • WEB, LINK & CREW programs 	<ul style="list-style-type: none"> • MSU • WEB, LINK & CREW

6. Increased Learning Time

How increased learning time will be scheduled

During the planning year of the Turnaround Intervention Model, 2016-17, an increase in learning time will be achieved through providing after-school tutoring and Community Education programming. For participating students this extended learning opportunity will provide an additional 3 hours a day or up to 15 hours a week of academics and youth development opportunities. After-school programming will include tutoring, mentoring, and real world learning experiences. The planning year will be used to develop the plan for increased learning time in years two through five and beyond.

The current schedule provides for teacher learning opportunities but it lacks time dedicated to providing the extended learning opportunities necessary to increase student academic achievement. FSCA current schedule offers a traditional calendar with block scheduling alternating between A-day and B-day. Students have four 90-minute classes on A-day and B-day, allowing them to earn 8 credits each school year. Teachers instruct three 90-minute classes per day and then participate in 90-minute departmental (content specific) or team (grade level) PLCs three days a week. On the remaining two days, teachers split their PLC time with 45 minutes of instructional planning time. In total, staff has 360 minutes of scheduled PLC time and 90 minutes of individual instructional planning time. Extended learning for students at FSCA is limited to school tutoring opportunities.

Plan for Increasing Learning Time

During Year Two of the Turnaround Intervention Plan, 2017-18, FSCA will implement a balanced year-round calendar. Under the balanced calendar schedule the large summer hiatus is reduced significantly

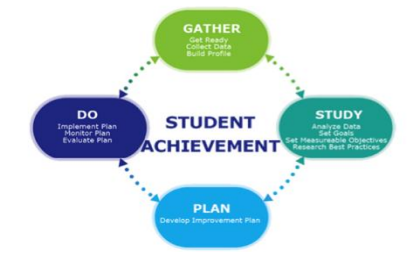
and the instructional days are balanced throughout the calendar year. This provides for shorter breaks spread out at regular intervals throughout the school year. These short breaks, called intercessions, will be utilized to increase learning time. During intercessions, typically two weeks in length, students will be offered academic interventions, mentoring, environmental program activities, community service activities, and ESL services. Depending on the balanced calendar schedule developed, students will have the opportunity to participate in an additional six weeks, 180 hours, of learning.

Required Agreement with Union

No Memorandum of Understanding (MOU) is required to support planning year 2016-17 as the requirements to support the after-school tutoring currently exists in the UTF contract. For the 2017-2018 school year, it will be necessary to secure a MOU for operational flexibility including support of increase learning time, school calendar, and staffing.

8.b. Annual Goals

Description of How Data Will Be Used for Continuous Improvement



FSCA will implement MDE's Model for Continuous Improvement. FSCA will gather data from multiple sources, study and analyze the data, continue or revise the plan based on the data, and to monitor and evaluate strategies in the plan. The four types of data will be student achievement, demographic, process, and perception.

Schedule for Data Analysis

FSCA is committed to utilizing data to inform instruction and foster continuous improvement in student achievement. In collaboration, the SIG Coordinator, SIG Data Coach and teachers will gather data to assess student achievement.

All data sources are collected and analyzed during weekly PLCs. The data is used to inform instruction, the use of instructional materials, and the identification of students mastering the learning objectives. Department and grade level teams, implementing MDE's Instructional Learning Cycles (ILC), utilize data to identify student-learning needs, create and implement an instructional plan and analyze the impact of the instruction on student achievement. District developed assessments are administered weekly. The district administers the Northwest Evaluation Association (NWEA) three times a year: Fall (4 weeks of instruction); Winter (20 weeks of instruction); Spring (32 weeks of instruction). The State's summative assessment (M-STEP and MME) is administered annually.

Student attendance and discipline data is analyzed at each card marking during PLC and staff meetings.

Staff, student, and parent surveys are collected and analyzed at monthly staff meetings.

9.Sustaining Reforms

Plan for Building Capacity across Leadership and Staff

The FSCA plans to build capacity across leadership and staff throughout the grant for the turnaround intervention model and Community Schools strategies. The ongoing collaborative meetings between all stakeholders, embedded professional learning, and data analysis progress monitoring will support a culture of sustainability. As previously stated during the planning year (2016-17) a timeline inclusive of benchmarks will be created to provide for a gradual release and transfer of duties and responsibilities from funded positions to administrators, staff, students and parents.

The Center for Environmental Innovation, Research and Design (CEIRD), created during the planning year, will seek additional funding sources to sustain the program. Partnerships with business, industry and institutes of higher learning will be leveraged with district funds to continue the program.

The concept of the CEIRD aligns with the tenets of the IB instructional program. This allows for inquiry-based learning and 21st Century Technology Skills with real world experiences focused on citizenship and environmental problem solving. This innovative environmental based program is intended to strengthen the IB program and provides a rigorous science based alternative for all students in grades 7-12.

Capacity will be built across leadership and staff as the leaders for this instructional program will receive IB training and then implementing the trainer-of-trainer model will provide this training during PLCs, staff meetings and building workshops. IB instructional leaders will consist of the current Academic Engagement Officer (AEO), MYP and DP Coordinators and PLC chairpersons who will collaborate with the SIG Data Coach and Instructional Specialists (I/S) to provide the necessary job-embedded professional learning to implement, monitor and adjust the IB instructional programming at FSCA. These leaders will work with the building's Community Schools Director, funded through private funds, to develop community partnerships to integrate the real world experience component of the instructional program, and similarly provide staff with necessary supports.

Capacity for sustaining a healthy, safe and supportive culture and climate which fosters a rigorous learning environment, to ensure that students are career and college ready upon graduation will be built across leadership and staff via the implementation of the Community Schools strategies including PBIS, Restorative, Family and Community Engagement practices WEBB, LINK & CREW and MSU's Culture and Climate Institute.

Professional learning supports will be provided for staff and leadership facilitated by existing partners including, but not limited to Genesee Intermediate School District, MSU K-12 Outreach, and the Crim Foundation, as well as necessary contracted experts. Professional Learning Communities will be leveraged for implementing, monitoring and improving these practices. A building level team will be established to become lead learners for these culture and climate related practices, to provide support for implementation, and to work with stakeholders to progress monitor and adjust practice as necessary following the end of the grant.

Establishing a shared, collaborative leadership forum via the Community Schools Model consists of the newly hired Turnaround Principal, the Community Schools Director (CSD), SIG Coordinator, an Instructional Leadership Team, parents, community partners and students. Additionally, the SIG Coordinator will be responsible for facilitating recurring meetings of all External Service Providers to guarantee alignment of programs, services and initiatives. Initially leadership capacity will be built through professional learning. The Principal and Instructional Leadership Team (ILT) will participate in the MSU Fellowship of Instructional Leaders. These sessions will focus on building the capacity of these leaders to return to FSCA and teach/train the staff in leadership, data usage, instructional practice and functioning as Professional Learning Communities (PLC). The ILT will provide the same learning experiences for the entire staff via PLCs, staff meetings and building workshops at FSCA as they received from MSU. PLCs can also be used to identify gaps in understanding and/or implementation of strategies, provide further assistance and/or course correct the plan. In addition to allowing the staff to develop as experts/leaders themselves, the development of high functioning PLCs will also develop and sustain a laser-like focus on Teaching and Learning.

Process of Designing the Sustainability Plan

The sustainability plan was developed collaboratively with members of FSCA School Improvement Leadership Team, high school and middle school teachers, UTF Representative, Parent Advisory Representative, CRIM Foundation Representative, and District Representative.

How Stakeholders were Identified

This team was intentionally assembled with focus on including the perspectives of a cross section of stakeholders representing both administrative and teaching staff, bargaining unit, parents, community and district stakeholder groups.

How Selected Interventions will be Sustained

The SIG Coordinator position will be eliminated and building leadership will conduct stakeholder meetings. Title IA and Title IIA funds will be leveraged. The building's Academic Education Officer and Instructional Specialist will assume Data Coach role, Family Liaison will be eliminated with the responsibilities returning to the Title I Family Engagement Specialist. Culture and climate, technology, family and community engagement supports will be funded from Title I as student needs arise.

Commitment to Sustain Reforms beyond SIG V

FSCA is committed to the continued implementation of successful strategies beyond the SIG V funding. To provide long-term support for sustained capacity, FSCA leadership team in collaboration with SIG Coordinator will develop a comprehensive induction plan that includes manuals, protocols, processes and procedures to provide a support mechanism for new teachers and leaders to the school for the foreseeable future. The induction manual would need to include day to day information about being a member of the FSCA Community, as well as detailed information about the IB instructional program, Community School Model, protocols and procedures for PLC, Instructional Learning Cycles (data dialogues) and use of data, transition, PBIS and Restorative practices. The inductee would be assigned a mentor to help them navigate as they adjust to their new assignment.

10.a. Budget Narrative and Preliminary Budget Overview

Personnel to Support Turnaround Intervention Model Funded through SIG V

- SIG Coordinator: Works in conjunction with the principal, staff, data coach and family liaison to facilitate the timely implementation of the plan of action for the grant and to build the capacity of all stakeholders; facilitates monthly meetings with the principal, representation from the MDE, External Partners, professional development chairperson, school improvement chairperson, instructional specialists and other identified partners to assure that all services are coordinated and implemented with fidelity.
- Data Coach: Works collaboratively with the principal, SIG Coordinator, SIG Family Liaison, representation from the MDE, External Partners, professional development chairperson, school improvement chairperson, instructional specialists and other identified partners to assure that data is analyzed for all services which should be coordinated and implemented with fidelity; works in conjunction with the principal, staff, and SIG Coordinator to develop protocols to collect, analyze, disaggregate and disseminate the four types of data.
- Family Liaison: Makes connections with the home and school in a positive, respectful and welcoming manner to assist with the academic success of FSCA students; works collaboratively with FSCA Family Engagement Facilitator to support students, parents, families and community; researches and identifies creative social media strategies to enhance communication with parents and community members.

Activities to Support Turnaround Intervention Model Funded through SIG V

<i>Academics:</i>	Planning for the Center for Environmental Innovation, Research and Design (CEIRD) program.
Identify technology needed to enhance academic rigor and provide creativity in the implementation of the IB and CEIRD program.	Monitor data and increase focused support and rigor to address academic gaps.
Academic field trip experiences to environmental facilities and agencies to gather information for the CEIRD program.	Job embedded professional learning to increase teaching and learning capacity of administration, staff, students and parents.
Professional learning on data acquisition, analysis and usage for all stakeholders.	Research communication strategies through social media to enhance communication between and among all stakeholders.
<i>Culture and Climate:</i>	MSU's will conduct a Climate and Culture Institute to introduce mindset and develop a framework to impact climate and culture.
Training for staff to implement a Transition program for 7 th and 8 th graders through the Boomerang project entitled WEB/CREW & LINK.	Research and implement building wide strategies to develop a cohesive, productive teaching and learning climate.
<i>Leadership:</i>	Develop a framework for regularly scheduled collaborative meetings of all stakeholders to progress monitor effectiveness in implementing the Turnaround model.
Provide opportunities for students, staff and parents to enhance leadership skill sets through in-services, workshops, speakers, websites & social media contacts.	

10.b. Budget Narrative and Preliminary Budget Overview

FSCA will implement Option 1 (1/3/1)

	Year 1: (Planning)	Year 2: (Implementation)	Year 3: (Implementation)	Year 4: (Implementation)	Year 5: (Sustaining)
FSCA	\$489,389	\$633,110	\$654,950	\$649,800	\$485,980
(2%)FCS	\$9,788	\$12,662	\$13,099	\$12,996	\$9,720
Year Total	\$499,168	\$645,772	\$668,049	\$662,796	\$495,700

SIG V Request for Years 1-5	\$2,971,485
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Each cost is directly attributable to the implementation of the reform model, reasonable, necessary and exceeds the cost the district would have incurred in the absence of the implementation model. For effective implementation, adequate staffing and activities that support and correlate to the plan are included. Activities are designed to address a specified need, represent meaningful change to improve student achievement and are integrated with other local, state and federal initiatives.

The SIG Coordinator, district Director of State and Federal Grants, and Business Manager will have overall responsibility for the fiscal monitoring plan in accordance with U.S. Department of Education final requirements and guidance, OMB Circular A-87 and Education Department General Administrative Regulations (EDGAR). Fiscal monitoring will involve staff from Business Services, Human Resources and Curriculum and Instruction working collaboratively with the SIG Coordinator and district Director of State and Federal Grants to monitor implementation of the School Improvement Grant. Elements of the fiscal monitoring plan include: (1.) Utilizing internal accounting controls in accordance with Generally Accepted Accounting Principles (GAAP), (2.) Adhering to human resources practices, (3.) monitoring budget and expenditure reports to ensure purchases, contracts and personnel are included in the SIG budget, 4. Ensuring district-level activities are directed toward FSCA, and 5. Communicating weekly with the SIG Coordinator.

Salary costs are comparable to other positions in the district with similar qualifications. The district has set fringe benefit costs and retirement is mandated by the State of Michigan. Staff travel expenditures are in line with district policies, are supported by current documented conference and travel costs. Supplies and materials have been calculated on the basis of local vendor costs. External provider costs are based on quotes. Short-term professional development workshops are based on past experience and/or quotes.

No district level positions are being funded through SIG V.

10.c.Preliminary Budget Overview Attachment (Attachment: Financial)

ATTACHMENTS:**Baseline Data and Annual Goals**Annual Goals over the next 5 years

Academic based on MSTEP results targeting 85% proficiency by 2022 per State requirements with a minimum increase of 10 percentage points

	Grade	Baseline Proficiency 2015-16	Goal 2016-17	Goal 2017-18	Goal 2018-19	Goal 2019-20	Goal 2020-21
Reading	7 th	12.1%	24.3%	36.5%	48.7%	60.9%	73.1%
	8 th	16.0%	27.5%	39.0%	50.5%	62.0%	73.5%
	11 th	39%	49%	59%	69%	79%	89%
Math	7 th	1.7%	15.7%	29.7%	43.7%	57.7%	71.7%
	8 th	4.0%	17.5%	31%	44.5%	58%	71.5%
	11 th	7.3%	20.3%	33.3%	46.3%	59.3%	72.3%
Writing	11 th	28%	38%	48%	58%	68%	78%
Social Studies	8 th	3.2%	16.9%	30.6%	44.3%	58%	71.7%
	11 th	9.7%	22.3%	34.9%	47.5%	60.1%	72.7%
Science	7 th	2.1%	16.1%	30.1%	44.1%	58.1%	72.1%
	11 th	7.3%	20.3%	33.3%	46.3%	59.3%	72.3%

Reduction in disciplinary action resulting in suspensions represented by percentage of grade who were suspended one or more times

	Grade	Baseline 2015 -16	Goal 2016-17	Goal 2017-18	Goal 2018-19	Goal 2019-20	Goal 2020-21
Suspensions	7 th	41%	33.8%	26.6%	19.4%	12.2%	5%
	7 th – 12th	15.7%	13.5%	11.3%	9.1%	7.2%	5%

Increase percentage of staff utilizing small group instruction and student engagement strategies evidenced by collegial walk data

		Baseline 2015-16	Goal 2016-17	Goal 2017-18	Goal 2018-19	Goal 2019-20	Goal 2020-21
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Teachers using strategies	All	20%	60%	80%	90%	95%	100%
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Increased parent participation in school evidenced by sign in sheets from meetings, events and activities

	Baseline 2015 -16	Goal 2016-17	Goal 2017-18	Goal 2018-19	Goal 2019-20	Goal 2020-21
% of parents which participated in school	< .5%	6.5%	12.5%	18.5%	24.5%	30.5%

Budget Year 1-5

YEAR 1 Budget

Function Title	Salaries & Benefits	Purchase Service	Supplies & Materials	
Staff				
SIG Coordinator	\$120,400			
SIG Data Coach	\$103,200			
SIG Family Liaison	\$49,880			
Supplies and Materials to support SIG Positions (copy paper, binders, office materials)			\$4,500	
Laptops to support new SIG Positions (3 laptops @\$1,750)			\$5,250	
Printer/copies/scanner to support new SIG Position (1 printer @\$2500)			\$2,500	
Mileage for SIG Positions (Not to exceed \$500/position)		\$1,500		
Professional Development				
Culture & Climate Institute Contracted Service delivered September 2016-June 2017)		\$75,000		
Stipends for staff to attend Culture and Climate Institute (25 teachers X \$107 X 9 meetings)		\$24,075		

Stipends for teachers to develop Center for Environmental Innovation, Research & Design (15 teachers X \$30 X3 hours/month X 9 months)		\$12,150		
Resource materials to develop Center for Environmental Innovation			\$10,000	
Trainer of Trainer Training for Transition Activities for Students: Web, Link & Crew (4 teachers X \$2,200)		\$8,800		
Resource materials for Trainer of Trainer Training for Transition Activities			\$2,759	
Stipends for teachers to attend Trainer of Trainer Training for Transition Activities for Students: Web, Link & Crew (4 teachers X \$106 X 9 months)		\$3,816		
Stipends for teachers to Enhance IB (20 teachers X \$30 X3 hours/month X 9 months)		\$16,200		
Resource materials for Enhance IB			\$2,000	
Student Materials				
Laptops, covers and carts to support student learning, and engage students (\$500 laptop X 60 = \$33,000, \$50/coverX60= \$3003 carts @\$1500 = \$4,5000			\$37,500	
SIG Network				
Fall(2016) Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,0000		\$2,000		
Spring (2017) Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,000		\$2,000		
11/17/2016 SIG Culture and Climate Meeting SIG Facilitator, Family Liaison& Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,000		\$1,000		
2/16/17 SIG Culture and Climate Meeting SIG Facilitator, Family Liaison & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,000		\$1,000		

6/8/17 SIG Culture and Climate Meeting SIG Facilitator, Family Liaison, & Leadership)()(Mileage, Meals, and Hotel) Not exceed \$1,000		\$1,000		
SIG Leadership Roundtable mileage (4 X a year X 2 SIG Staff)		\$1,850		
SIG Data Sharing Network mileage (3 X a year X 2 SG Staff) not to exceed \$1,000		\$1,000		
Subtotal	\$273,480	151391	64509	\$489,380
Indirect Costs 2%				9788
TOTAL				\$499,168

Year 2

Function Title	Salaries & Benefits	Purchase Service	Supplies & Materials	
Staff				
SIG Coordinator	\$120,400			
SIG Data Coach	\$103,200			
SIG Family Liaison	\$49,880			
Supplies and Materials to support SIG Positions (binders, office materials, flyers)			\$1,500	
Printer/copies/scanner supplies to support SIG Positions			\$1,500	
Mileage for SIG Positions (Not to exceed \$750/position)		\$2,250		
Professional Development				
Culture & Climate Institute Contracted Service delivered September 2017-June 2018)		\$75,000		
Stipends for staff to attend Culture and Climate Institute (25 teachers X \$107 X 9 meetings)		\$24,075		
Stipends for teachers to develop/ implement/evaluate Center for Environmental Innovation, Research & Design (20 teachers X \$30 X3 hours/month X 9 months)		\$16,200		

Teacher Resource materials to develop Center for Environmental Innovation			\$1,500	
Trainer of Trainer Training for Transition Activities for Students: Web, Link & Crew (4 teachers X \$2,200)		\$8,800		
Resource materials for Trainer of Trainer Training for Transition Activities			\$2,759	
Stipends for teachers to attend Trainer of Trainer Training for Transition Activities for Students: Web, Link & Crew (4 teachers X \$106 X 9 months)		\$3,816		
Stipends for teachers to Enhance IB (20 teachers X \$30 X3 hours/month X 9 months)		\$16,200		
Teacher Resource materials for Enhance IB			\$1,000	
Student				
Laptops, covers and carts to support student learning, and engage students (\$500 laptop X 60 = \$33,000, \$50/coverX60= \$3003 carts @\$1500 = \$4,5000			\$37,500	
Student Materials for Center for Environmental Innovation, Research & Design			\$10,000	
Materials for Student Intersessions in Core Areas			\$10,000	
Staffing for Intersession (teachers @bargaining rate/day)	\$120,030			
Transportation for student to Intersession			\$15,000	
SIG Network				
Fall Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,5000		\$2,500		
Spring Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,500		\$2,500		
FALL SIG Culture and Climate Meeting SIG Facilitator, Family Liaison, & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		

Spring SIG Culture and Climate Meeting SIG Facilitator, Family Liaison, & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
Summer SIG Culture and Climate Meeting SIG Facilitator, Family Liaison, & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
SIG Leadership Roundtable mileage (4 X a year X 2 SIG Staff)		\$1,500		
SIG Data Sharing Network mileage (3 X a year X 2 SG Staff) not to exceed \$1500		\$1,500		
Subtotal	\$393,510	158841	80759	\$633,110
Indirect Costs 2%				12662
TOTAL				\$645,772

YEAR3

Function Title	Salaries & Benefits	Purchase Service	Supplies & Materials	
Staff				
SIG Coordinator	\$120,400			
SIG Data Coach	\$103,200			
SIG Family Liaison	\$49,880			
Supplies and Materials to support SIG Positions (binders, office materials, flyers)			\$1,500	
Printer/copies/scanner supplies to support SIG Positions			\$1,500	
Mileage for SIG Positions (Not to exceed \$750/position)		\$2,250		
Professional Development				
Culture & Climate Institute Contracted Service delivered September -June)		\$75,000		
Stipends for staff to attend Culture and Climate Institute (25 teachers X \$107 X 9 meetings)		\$24,075		

Stipends for teachers to develop/ implement/evaluate Center for Environmental Innovation, Research & Design (20 teachers X \$30 X3 hours/month X 9 months)		\$16,200		
Teacher Resource materials to develop Center for Environmental Innovation			\$1,500	
Resource materials for Trainer of Trainer Training for Transition Activities			\$2,759	
Stipends for teachers to attend Trainer of Trainer Training for Transition Activities for Students: Web, Link & Crew (4 teachers X \$106 X 9 months)		\$3,816		
Stipends for teachers to Enhance IB (20 teachers X \$30 X3 hours/month X 9 months)		\$16,200		
Teacher Resource materials for Enhance IB			\$1,000	
Student				
Laptops, covers and carts to support student learning, and engage students (\$500 laptop X 60 = \$33,000, \$50/coverX60= \$3003 carts @\$1500 = \$4,5000			\$37,500	
Student Materials for Center for Environmental Innovation, Research & Design			\$10,000	
Materials for Student Intersessions in Core Areas			\$10,000	
Staffing for Intersession (teachers @bargaining rate/day)	\$140,670			
Transportation for student to Intersession			\$25,000	
SIG Network				
Fall Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,5000		\$2,500		
Spring Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,500		\$2,500		
FALL SIG Culture and Climate Meeting SIG Facilitator, Family Liaison, & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		

Spring SIG Culture and Climate Meeting SIG Facilitator, Family Liaison, & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
Summer SIG Culture and Climate Meeting SIG Facilitator, Family Liaison, & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
SIG Leadership Roundtable mileage (4 X a year X 2 SIG Staff)		\$1,500		
SIG Data Sharing Network mileage (3 X a year X 2 SG Staff) not to exceed \$1500		\$1,500		
Subtotal	\$414,150	150041	90759	\$654,950
Indirect Costs 2%				13099
TOTAL				\$668,049

YEAR 4

Function Title	Salaries & Benefits	Purchase Service	Supplies & Materials	
Staff				
SIG Coordinator	\$120,400			
SIG Data Coach	\$103,200			
SIG Family Liaison (0.5 FTE)	\$24,940			
Supplies and Materials to support SIG Positions (binders, office materials, flyers)			\$1,000	
Printer/copies/scanner supplies to support SIG Positions			\$1,000	
Mileage for SIG Positions (Not to exceed \$750/1.0 FTE position)		\$1,350		
Professional Development				
Culture & Climate Institute Contracted Service delivered September -June)		\$75,000		
Stipends for staff to attend Culture and Climate Institute (25 teachers X \$107 X 9 meetings)		\$24,075		

Stipends for teachers to develop/ implement/evaluate Center for Environmental Innovation, Research & Design (20 teachers X \$30 X3 hours/month X 9 months)		\$16,200		
Teacher Resource materials to develop Center for Environmental Innovation			\$1,500	
Resource materials for Trainer of Trainer Training for Transition Activities			\$2,759	
Stipends for teachers to attend Trainer of Trainer Training for Transition Activities for Students: Web, Link & Crew (4 teachers X \$106 X 9 months)		\$3,816		
Stipends for teachers to Enhance IB (20 teachers X \$30 X3 hours/month X 9 months)		\$16,200		
Teacher Resource materials for Enhance IB			\$1,000	
Student				
Laptops, covers and carts to support student learning, and engage students (\$500 laptop X 60 = \$33,000, \$50/coverX60= \$3003 carts @\$1500 = \$4,5000			\$37,500	
Student Materials for Center for Environmental Innovation, Research & Design			\$12,500	
Materials for Student Intersessions in Core Areas			\$6,500	
Staffing for Intersession (teachers @bargaining rate/day)	\$163,360			
Transportation for student to Intersession			\$25,000	
SIG Network				
Fall Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,5000		\$2,500		
Spring Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,500		\$2,500		
FALL SIG Culture and Climate Meeting SIG Facilitator, Family Liaison & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		

Spring SIG Culture and Climate Meeting SIG Facilitator, Family Liaison & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
Summer SIG Culture and Climate Meeting SIG Facilitator, Family Liaison & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
SIG Leadership Roundtable mileage (4 X a year X 2 SIG Staff)		\$1,500		
SIG Data Sharing Network mileage (3 X a year X 2 SG Staff) not to exceed \$1500		\$1,500		
Subtotal	\$411,900	149141	88759	\$649,800
Indirect Costs 2%				12996
TOTAL				\$662,796

Year 5

Function Title	Salaries & Benefits	Purchase Service	Supplies & Materials	
Staff				
SIG Coordinator	\$120,400			
SIG Data Coach	\$103,200			
SIG Family Liaison (0.5 FTE)	\$24,940			
Supplies and Materials to support SIG Positions (binders, office materials, flyers)			\$1,000	
Printer/copies/scanner supplies to support SIG Positions			\$1,000	
Mileage for SIG Positions (Not to exceed \$750/position)		\$1,350		
Professional Development				
Culture & Climate Institute Contracted Service delivered September -June) 0.5 contract		\$37,500		
Stipends for new staff to attend Culture and Climate Institute (5 teachers X \$107 X meetings)		\$2,140		
Student				

Materials for Student Intersessions in Core Areas			\$3,590	
Staffing for Intersession (teachers @bargaining rate/day)	\$163,360			
Transportation for student to Intersession			\$15,000	
SIG Network				
Fall Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,5000		\$2,500		
Spring Bi-Annual SIG Network Meeting (2 District & 4 SIG School Leadership)(Mileage, Meals, and Hotel) Not exceed \$2,500		\$2,500		
FALL SIG Culture and Climate Meeting SIG Facilitator, Family Liaison & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
Spring SIG Culture and Climate Meeting SIG Facilitator, Family Liaison & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
Summer SIG Culture and Climate Meeting SIG Facilitator, Family Liaison & Leadership)(Mileage, Meals, and Hotel) Not exceed \$1,500		\$1,500		
SIG Leadership Roundtable mileage (4 X a year X 2 SIG Staff)		\$1,500		
SIG Data Sharing Network mileage (3 X a year X 2 SG Staff) not to exceed \$1500		\$1,500		
Subtotal	\$411,900	53490	20590	\$485,980
Indirect Costs 2%				9720
TOTAL				\$495,700

Implementation Timeline: SIG

PRE-IMPLEMENTATION TIME LINE – SIG V Year 1

Initiative	Responsible	Start	End
New Principal	District- Human Resources; Superintendent	7/1/16	7/31/16

Transition Team PlanWEB/CREW..LINK	Principal, 7 th , 8 th 9 th Grade Teams	8/16	6/17
Plan after school community ed programming and schedule	Principal and Community Ed Director	8/1/16	8/31/16
PD- Building & Maintaining— Professional Learning Community Restorative Practices—Part 1 (MTSS)	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	8/30/16	8/31/16
Research local avenues for obtaining IB Content Specific Trainings, partnerships with area IB schools, create IB Content Specific Professional Learning Plan for up to four trainings during 2016-2017 school year	AEO, MYP and DP Coordinators, PD Chairperson	8/29/16	9/30/16
Hire SIG Coordinator; Data Coach and Family Liaison	Human Resources; Principal	9/15/16	Until filled
Develop Shared Decision Making Forum	Principal, Community Ed Director	9/15/16	10/15/16
Develop PLC Schedule and begin sessions including ILC and data dialogue;	Principal, AP, AEO, Leadership Team	9/7/16	9/15/16 ongoing – daily PLCs through May, 2017
Shared Decision Making Forum Sessions—including SIG Implementation Planning	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	October, 2016	June, 2017 Ongoing bi-weekly meetings
Develop Parent and Community Programming and Schedule for 2016-2017 including Parent Learning Lab location, function, computer equipment and supply needs; generate purchase orders	Community Ed Director, Family Liaison, Family Engagement Facilitator, SIG Coordinator, Principal	October 1, 2016	October 31, 2016
Identify Team to develop Center for Environmental Innovation, Research and Design	Principal ILT, SIG Coordinator, IB Chair	November	Once a month for 9 months
Identify students for after school tutoring programming following first marking period and NWEA assessment window	Teachers and AEO	10/31/16	11/7/16
Meet with staff to review SIG	Principal, all staff, stakeholders	9/30/16	10/31/16

components, timelines and requirements. Complete planning and budget Notify all stakeholders.			
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD Chairperson, administrator	November, 2016	November, 2016
After school tutoring programming	Teachers	11/15/16	5/31/17
Contract with External Providers including professional learning consultants for 2016- 2017	Principal, Professional Development Chair; SIG Coordinator, Deputy Superintendent	11/1/16	1/15/17
Execute purchase orders for grade level team iPad and iPad cart purchases --- 2 grade level sets for planning year	Assistant Principal, AEO, SIG Coordinator	11/1/16	1/15/17
PD - Analyzing Student Data (NWEA)—Aligning Instruction; Restorative Justice—Part 2 (MTSS)	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	November 8, 2016	November 8, 2016
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	November 19, 2016	November 19, 2016
PD- Restorative Practices– Session 1 (MTSS)-Sower	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	December, 2016	December, 2016
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	December 10, 2016	December 10, 2016
PD - Six Steps to Effective Vocabulary Instruction	PD Chairperson, Instructional Specialists	December 16, 2016	December 16, 2016
Vet Online Intervention Programs for extended learning opportunities—decide on programming and complete purchasing processes	Instructional Leadership Team, MTSS Team, AEO, Instructional Coaches, SIG Coordinator	December, 2016	December, 2016
PD – Sower- Restorative Practices – On site job	Professional Development Chair; MTSS Team;	January, 2017	January, 2017

embedded professional learning Day as follow up to Session 1 PD and strategy implementation	Instructional Leadership Team; Behavioral Specialists,		
Collaborate with Community and Family Partners to develop real world experience, extended learning and youth development programming focused on citizenship and environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards	Community Ed Director, AEO, Family Liaison, Instructional Specialists, Teachers	January, 2017	January, 2017
Identify students for after school tutoring programming following marking period and NWEA assessment window	Teachers and AEO	January, 2017	January, 2017
Deadline ---Balanced Calendar; PD Calendar;	Shared Decision Making Forum; HR; UTF	January 31, 2017	January 31, 2017
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chair person	February, 2017	February, 2017
Training for Web/CREW/LINK	Principal, 7 th , 8 th , 9 th grade Team Leaders	February 2017	February 2017
PD - Six Steps to Effective Vocabulary Instruction	PD Chairperson, Instructional Specialists	February, 2017	February, 2017
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	February 11, 2017	February 11, 2017
PD-Deconstructing Text Prompts	PD Chairperson, Instructional Specialists	March 7, 2017	March 7, 2017
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	March 18, 2017	March 18, 2017
PD-Restorative Justice – Session 2 (MTSS) – Sower	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	March, 2017	March, 2017
Identify students for after	Teachers and AEO	April, 2017	April 2017

school tutoring programming following marking period and			
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to Session 2 PD	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	April, 2017	April, 2017
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	April 15, 2017	April 15, 2017
PD-Using Technology to Enhance Student Engagement	PD Chair person, Instructional Specialists	May 18, 2017	May 18, 2017
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	May 20, 2017	May 20, 2017
Identify students for after school tutoring programming and summer programming following marking period and NWEA assessment window	Teachers and AEO	May, 2017	May, 2017
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chairperson, administrator	July, 2017	July, 2017
PD- Inquiry Based Instruction Criterion Scoring—Evaluation year I	IB Trainer; MYP and DP Coordinators	7/17/17	7/19/17
PD- MSU Fellowship of Instructional Leaders – Leadership Development— Summer Institute	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	July 24, 2017	July 26, 2017
IMPLEMENTATION – Year One –SIG V Year 2			
Initiative	Responsible	Start	End
Implement Balanced Calendar	FSCA and District	August, 2017	June, 2018
Plan community ed programming and schedule including intercessions; field trips and motivational speakers—with real world	Principal and Community Ed Director, Shared Decision Making Forum	7/1/17	7/31/17

experience, extended learning and youth development programming focused on citizenship and environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards			
Implement community ed programming and schedule including intercessions; field trips and motivational speakers; with real world experience, extended learning and youth development programming focused on citizenship and environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards--	All stakeholders led by the Community Ed Director	August, 2017	June, 2018
PD- Building a Positive School Climate & Culture Analyzing State Assessment Data	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	8/29/17	8/30/17
Collaboratively Develop Shared Decision Making Forum Meeting Schedule for 2017-2018 School year	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	August, 2017	August, 2017
Develop PLC Schedule and begin sessions including ILC and data dialogue; PLCs will alternate between grade level and departmental PLCs	Principal, AP, AEO, Leadership Team	August 7, 2017	8/15/17 ongoing – daily PLCs through June, 2018
Shared Decision Making Forum Sessions—including SIG Implementation Planning	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	August, 2017	June, 2018 Ongoing bi-weekly meetings
Develop Parent and Community Programming and Schedule for 2017-2018; determine supply needs; generate purchase orders	Community Ed Director, Family Liaison, Family Engagement Facilitator, SIG Coordinator, Principal	August 1, 2017	August 31, 2017
Implement Parent and Community Programming	Community Ed Director, Family Liaison, Family Engagement Facilitator, SIG	September, 2017	August, 2018

	Coordinator, Principal, Teachers		
Meet with staff to review SIG components, timelines and requirements. Complete planning and budget Notify all stakeholders.	Principal, all staff, stakeholders	8/7/17	8/31/17
Contract with External Providers including professional learning consultants for 2017-2018	Principal, Professional Development Chair; SIG Coordinator, Deputy Superintendent	October, 2017	October, 2017
Identify students for extended learning programming following first marking period and NWEA assessment window	Teachers and AEO	October 1, 2017	October 1, 2017
Execute purchase orders for grade level team iPad and iPad cart purchases --- 3 grade level sets for planning year	Assistant Principal, AEO, SIG Coordinator	October, 2017	October, 2017
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD Chairperson, administrator	November, 2017	November, 2017
PD - Analyzing Student Data (NWEA)	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	November 7, 2017	November 7, 2017
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	November 18, 2017	November 18, 2017
PD- Restorative Practices– Session 3 (MTSS)-Sower	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	December, 2017	December, 2017
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	December 9, 2017	December 9, 2017
PD - Cognitive Engagement— Instruction Strategy	PD Chairperson, Instructional Specialists	December 14, 2017	December 14, 2017
Identify students for extended	Teachers and AEO	January,	January,

learning programming following marking period and NWEA assessment window		2018	2018
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to Session 3 PD and strategy implementation	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	January, 2018	January, 2018
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chair person	February, 2018	February, 2018
PD – Analyzing Student Data	PD Chairperson, Instructional Specialists	February, 2018	February , 2018
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	February 10, 2018	February 10, 2018
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	March 17, 2018	March 17, 2018
PD- Writing Across the Curriculum—Part 1	PD Chairperson, Instructional Specialists	March 23, 2018	March 23, 2018
PD-Restorative Justice – Session 4 (MTSS) – Sower	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	March, 2018	March, 2018
Identify students for extended learning programming following marking period and NWEA assessment window	Teachers and AEO	March 2018	March 2018
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to Session 4 PD	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	April, 2018	April, 2018
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	April 14, 2018	April 14, 2018

Identify students for extended learning programming following first marking period and NWEA assessment window	Teachers and AEO	May 2018	May 2018
PD-Writing Across the Curriculum—Part 2	PD Chair person, Instructional Specialists	May 11, 2018	May 11, 2018
PD- MSU Fellowship of Instructional Leaders – Leadership Development	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	May 19, 2018	May 19, 2018
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chairperson, administrator	July, 2018	July, 2018
PD- MSU Fellowship of Instructional Leaders – Leadership Development— Summer Institute	MSU K-12 Outreach, Principal, Assistant Principal, AEO, Instructional Leadership Team members, Priority School Improvement Facilitator	July 25, 2018	July 27, 2018
IMPLEMENTATION – Year Two- SIG V Year 3			
Initiative	Responsible	Start	End
Continued implementation of Balanced Calendar	FSCA and District	August, 2018	June, 2019
Plan community ed programming and schedule including intercessions; field trips and motivational speakers—with real world experience, extended learning and youth development programming focused on citizenship and environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards	Principal and Community Ed Director, Shared Decision Making Forum	7/1/18	7/31/18
Implement community ed programming and schedule including intercessions; field trips and motivational speakers; with real world experience, extended learning and youth development programming focused on citizenship and	All stakeholders led by the Community Ed Director	August, 2018	June, 2019

environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards--			
PD- Building a Positive School Climate & Culture Analyzing State Assessment Data	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	8/28/18	8/29/18
Collaboratively Develop Shared Decision Making Forum Meeting Schedule for 2018-2019 School year	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	August, 2018	August, 2018
Develop PLC Schedule and begin sessions including ILC and data dialogue; PLCs will alternate between grade level and departmental PLCs	Principal, AP, AEO, Leadership Team	August 6, 2018	8/15/18 ongoing – daily PLCs through June, 2019
Shared Decision Making Forum Sessions—including SIG Implementation Planning	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	August, 2018	June, 2019 Ongoing bi-weekly meetings
Develop Parent and Community Programming and Schedule for 2018-2019; determine supply needs; generate purchase orders	Community Ed Director, Family Liaison, Family Engagement Facilitator, SIG Coordinator, Principal	August 1, 2018	August 31, 2019
Implement Parent and Community Programming	Community Ed Director, Family Liaison, Family Engagement Facilitator, SIG Coordinator, Principal, Teachers	September, 2018	August, 2019
Meet with staff to review SIG components, timelines and requirements. Complete planning and budget Notify all stakeholders.	Principal, all staff, stakeholders	8/6/18	8/31/18
Contract with External Providers including professional learning consultants for 2018-2019	Principal, Professional Development Chair; SIG Coordinator, Deputy Superintendent	October, 2018	October, 2018
Identify students for extended learning programming following first marking period and NWEA assessment window	Teachers and AEO	October 1, 2018	October 1, 2018
Execute purchase orders for	Assistant Principal, AEO, SIG	October,	October,

grade level team iPad and iPad cart purchases --- 3 grade level sets for planning year	Coordinator	2018	2018
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD Chairperson, administrator	November, 2018	November, 2018
PD - Analyzing Student Data (NWEA); Deconstructing Test Prompts	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	November 6, 2018	November 6, 2018
PD-	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	November 17, 2018	November 17, 2018
PD- Restorative Practices-- Session 5 (MTSS)-Sower	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	December, 2018	December, 2018
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	December 8, 2018	December 8, 2018
PD - Using Instruction Technology to Improve Student Engagement	PD Chairperson, Instructional Specialists	December 13, 2018	December 13, 2018
Identify students for extended learning programming following marking period and NWEA assessment window	Teachers and AEO	January, 2019	January, 2019
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to Session 5 PD and strategy implementation	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	January, 2019	January, 2019
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chair person	February, 2019	February, 2019
PD – Cognitive Engagement; Instructional Strategies	PD Chairperson, Instructional Specialists	February, 2019	February , 2019
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority	February 9, 2019	February 9, 2019

	School Improvement Facilitator		
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	March 16, 2019	March 16, 2019
PD- Writing Across the Curriculum—Part 1	PD Chairperson, Instructional Specialists	March 23, 2018	March 23, 2018
PD-Restorative Justice – (MTSS) – facilitated by Instructional Specialists, MTSS team	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	March, 2019	March, 2019
Identify students for extended learning programming following marking period and NWEA assessment window	Teachers and AEO	March 2019	March 2019
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to PD	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	April, 2019	April, 2019
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	April 13, 2019	April 13, 2019
Identify students for extended learning programming following first marking period and NWEA assessment window	Teachers and AEO	May 2019	May 2019
PD-Instructional Strategy related to student need determined by data	PD Chair person, Instructional Specialists	May 10, 2019	May 10, 2019
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	May 18, 2019	May 18, 2019
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chairperson, administrator	July, 2019	July, 2019
PD- MSU Culture and Climate professional development— Mindset Summer Institute	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	July 24, 2019	July 26, 2019
IMPLEMENTATION – Year Three—SIG V Year 4			
Initiative	Responsible	Start	End

Continued implementation of Balanced Calendar	FSCA and District	August, 2019	June, 2020
Plan community ed programming and schedule including intercessions; field trips and motivational speakers—with real world experience, extended learning and youth development programming focused on citizenship and environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards	Principal and Community Ed Director, Shared Decision Making Forum	7/1/19	7/31/19
Implement community ed programming and schedule including intercessions; field trips and motivational speakers; with real world experience, extended learning and youth development programming focused on citizenship and environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards--	All stakeholders led by the Community Ed Director	August, 2019	June, 2020
PD- Building a Positive School Climate & Culture Analyzing State Assessment Data	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	8/27/19	8/28/19
Collaboratively Develop Shared Decision Making Forum Meeting Schedule for 2019-2020 School year	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	August, 2019	August, 2019
Develop PLC Schedule and begin sessions including ILC and data dialogue; PLCs will alternate between grade level and departmental PLCs	Principal, AP, AEO, Leadership Team	August 5, 2019	8/15/19 ongoing – daily PLCs through June, 2020
Shared Decision Making Forum Sessions—including SIG Implementation Planning	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	August, 2019	June, 2020 Ongoing monthly meetings

Develop Parent and Community Programming and Schedule for 2019-2020; determine supply needs; generate purchase orders	Community Ed Director, Family Liaison, Family Engagement Facilitator, SIG Coordinator, Principal	August 1, 2019	August 31, 2019
Implement Parent and Community Programming	Community Ed Director, Family Liaison, Family Engagement Facilitator, SIG Coordinator, Principal, Teachers	September, 2019	August, 2020
Meet with staff to review SIG components, timelines and requirements. Complete planning and budget Notify all stakeholders.	Principal, all staff, stakeholders	8/5/19	8/31/19
Contract with External Providers including professional learning consultants for 2019-2020	Principal, Professional Development Chair; SIG Coordinator, Deputy Superintendent	October, 2019	October, 2019
Identify students for extended learning programming following first marking period and NWEA assessment window	Teachers and AEO	October 1, 2019	October 1, 2019
Execute purchase orders for grade level team iPad and iPad cart purchases --- 3 grade level sets for planning year	Assistant Principal, AEO, SIG Coordinator	October, 2019	October, 2019
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD Chairperson, administrator	November, 2019	November, 2019
PD - Analyzing Student Data (NWEA); Deconstructing Test Prompts	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	November 6, 2019	November 6, 2019
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	November 16, 2019	November 16, 2019
PD-Restorative Justice – (MTSS) – facilitated by Instructional Specialists, MTSS team	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	December, 2019	December, 2019
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority	December 7, 2019	December 7, 2019

	School Improvement Facilitator		
PD - Using Instruction Technology to Improve Student Engagement	PD Chairperson, Instructional Specialists	December 12, 2019	December 13, 2019
Identify students for extended learning programming following marking period and NWEA assessment window	Teachers and AEO	January, 2020	January, 2020
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to PD and strategy implementation	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	January, 2020	January, 2020
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chair person	February, 2020	February, 2020
PD – Cognitive Engagement; Instructional Strategies	PD Chairperson, Instructional Specialists	February, 2020	February , 2020
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	February 8, 2020	February 8, 2020
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	March 15, 2020	March 15, 2020
PD- Instructional practice	PD Chairperson, Instructional Specialists	March 21, 2020	March 21, 2020
PD-Restorative Justice – (MTSS) – facilitated by Instructional Specialists, MTSS team	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	March, 2020	March, 2020
Identify students for extended learning programming following marking period and NWEA assessment window	Teachers and AEO	March 2020	March 2020
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to PD	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	April, 2020	April, 2020
PD- MSU Culture and Climate professional development--	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-	April 12, 2020	April 12, 2020

Mindset	12 staff members, Priority School Improvement Facilitator		
Identify students for extended learning programming following first marking period and NWEA assessment window	Teachers and AEO	May 2020	May 2020
PD-Instructional Strategy related to student need determined by data	PD Chair person, Instructional Specialists	May 10, 2020	May 10, 2020
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	May 18, 2020	May 18, 2020
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chairperson, administrator	July, 2020	July, 2020
PD- MSU Culture and Climate professional development— Mindset Summer Institute	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	July 24, 2020	July 26, 2020
Sustainability – Year—SIG V Year 5			
Initiative	Responsible	Start	End
Continued implementation of Balanced Calendar	FSCA and District	August, 2020	June, 2021
Plan community ed programming and schedule including intercessions; field trips and motivational speakers—with real world experience, extended learning and youth development programming focused on citizenship and environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards	Principal and Community Ed Director, Shared Decision Making Forum	7/1/20	7/31/20
Implement community ed programming and schedule including intercessions; field trips and motivational speakers; with real world experience, extended learning and youth development programming	All stakeholders led by the Community Ed Director	August, 2020	June, 2019

focused on citizenship and environmental problem solving including lesson plans which are aligned with IB Community concepts and State standards--			
PD- Building a Positive School Climate & Culture Analyzing State Assessment Data	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	8/27/20	8/28/21
Collaboratively Develop Shared Decision Making Forum Meeting Schedule for 2020-2021 School year	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	August, 2020	August, 2020
Develop PLC Schedule and begin sessions including ILC and data dialogue; PLCs will alternate between grade level and departmental PLCs	Principal, AP, AEO, Leadership Team	August 4, 2020	8/15/20 ongoing – daily PLCs through June, 2021
Shared Decision Making Forum Sessions—including SIG Implementation Planning	Principal, Community Ed Director, Instructional Leadership Team, Community Members, Parents	August, 2020	June, 2021 Ongoing monthly meetings
Develop Parent and Community Programming and Schedule for 2020-2021; determine supply needs; generate purchase orders	Community Ed Director, Family Engagement Facilitator, Principal	August 1, 2020	August 31, 2021
Implement Parent and Community Programming	Community Ed Director, Family Liaison, Family Engagement Facilitator, Principal, Teachers	September, 2020	August, 2021
Meet with staff to review SIG components, timelines and requirements. Complete planning and budget Notify all stakeholders.	Principal, all staff, stakeholders	8/5/20	8/31/20
Contract with External Providers including professional learning consultants for 2020-2021	Principal, Professional Development Chair; Deputy Superintendent	October, 2020	October, 2021
Identify students for extended learning programming following first marking period and NWEA assessment window	Teachers and AEO	October 1, 2020	October 1, 2020
Execute purchase orders for	Assistant Principal, AEO	October,	October,

grade level team iPad and iPad cart purchases --- 3 grade level sets for planning year		2020	2020
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD Chairperson, administrator	November, 2020	November, 2020
PD - Analyzing Student Data (NWEA); Deconstructing Test Prompts	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	November 5, 2020	November 5, 2020
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	November 15, 2020	November 15, 2020
PD-Restorative Justice – (MTSS) – facilitated by Instructional Specialists, MTSS team	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	December, 2020	December, 2020
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	December 7, 2020	December 7, 2020
PD - Using Instruction Technology to Improve Student Engagement	PD Chairperson, Instructional Specialists	December 12, 2020	December 12, 2020
Identify students for extended learning programming following marking period and NWEA assessment window	Teachers and AEO	January, 2021	January, 2021
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to PD and strategy implementation	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	January, 2021	January, 2021
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chair person	February, 2021	February, 2021
PD – Cognitive Engagement; Instructional Strategies	PD Chairperson, Instructional Specialists	February, 2021	February , 2021
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority	February 7, 2021	February 7, 2021

	School Improvement Facilitator		
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	March 14, 2021	March 14, 2021
PD- Instructional practice	PD Chairperson, Instructional Specialists	March 20, 2021	March 20, 2021
PD-Restorative Justice – (MTSS) – facilitated by Instructional Specialists, MTSS team	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	March, 2021	March, 2021
Identify students for extended learning programming following marking period and NWEA assessment window	Teachers and AEO	March 2021	March 2021
PD – Sower- Restorative Practices – On site job embedded professional learning Day as follow up to PD	Professional Development Chair; MTSS Team; Instructional Leadership Team; Behavioral Specialists,	April, 2021	April, 2021
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	April 11, 2021	April 11, 2021
Identify students for extended learning programming following first marking period and NWEA assessment window	Teachers and AEO	May 2021	May 2021
PD-Instructional Strategy related to student need determined by data	PD Chair person, Instructional Specialists	May 9, 2021	May 9, 2021
PD- MSU Culture and Climate professional development-- Mindset	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	May 17, 2021	May 17, 2021
PD-Offsite Training- IB Content Specific Training --- one core content area and/or one administrator training	Teacher, PD chairperson, administrator	July, 2021	July, 2021
PD- MSU Culture and Climate professional development— Mindset Summer Institute	MSU K-12 Outreach, Principal, Assistant Principal, AEO, All 7-12 staff members, Priority School Improvement Facilitator	July 24, 2021	July 26, 2021

Intervention Model: Turnaround Model

Intervention Model: Turnaround Model

1. Replace the Principal.

The process to replace the FSCA Principal began in July 1, 2016. The District posted the principal position, vetted applications and is in the process of conducting interviews. It is anticipated that a candidate will be chosen, recommended to the Board of Education for hire, and in place by August 1, 2016.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

Flint Community Schools' teacher evaluation system is a collaboratively created model leading to improved teaching performance, increased student academic progress and continuous school improvement. The teacher evaluation system includes the following components and weighting:

The **teaching performance component accounts for 60 percent of a teacher's final evaluation** rating and is determined by the performance on the *Framework for Teaching* rubric developed by Charlotte Danielson. The Flint Teacher Evaluation Model is comprised of multiple measures. Observations are just one part of the evaluation. Teachers are also encouraged to complete a Professional Learning Plan and collect data and artifacts to provide evidence of their effectiveness for each of the elements of the evaluation system.

The **student academic growth component accounts for 25 percent of the teacher's final evaluation** rating. (In alignment with current legislative expectations.) At the end of each school year, the teacher and the direct supervisor will meet to review the aggregate student growth data. Using the rubric below, the direct supervisor will assign the teacher a rating reflecting their contributions to aggregate student growth.

Flint Community Schools Student Growth Rubric:

Highly Effective 3	Contributions to Student Growth Exceeding Expectations	Evidence across all aggregate student growth measures indicates high levels of aggregate student growth, and staff is able to articulate specific actions taken in order to support aggregate student growth. This category is reserved for the staff member who has surpassed expectations and/or demonstrated an outstanding
Effective 2	Contributions to Student Growth Meeting Expectations	Evidence across all student growth measures indicates expected levels of student growth, and staff member is able to articulate specific actions taken in order to support student growth, OR evidence indicates some student growth, and the staff member can demonstrate he/she took all practical, reasonable and expected steps to foster student growth. This category applies to the educator who has achieved student growth expectations and/or

Minimally Effective 1	Contributions to Student Growth Approaching Expectations	Evidence across all student growth measures indicates partial/some student growth, and staff member is able to articulate some specific actions taken to support student growth and factors inhibiting student growth. If an objective was not met, evidence indicates that it was nearly met, and/or staff member can demonstrate that he/she took steps to foster student growth. This category applies to the educator whose students have demonstrated partial growth and who has demonstrated an impact on student learning but has not met some expectations.
Less Than Effective 0	Minimal or No Contribution to Student Growth	Evidence across all student growth measures indicates minimal or no student growth. Staff member is neither able to articulate specific actions taken to support student growth nor the factors inhibiting student growth. This category applies to the staff member who has not met the expectations described in his/her student growth measures and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the

The final 15% consists of attendance and disciplinary records.

Also included in the Flint Community Schools Evaluation Model are processes for collaboratively developing professional learning plans and requesting assistance and supports.

Each teacher receives a rating at the end of the school year in one of four performance levels:

Highly Effective - A highly effective teacher consistently exceeds expectations.

Effective - An effective teacher consistently meets expectations.

Minimally Effective - A teacher who is rated as minimally effective requires a change in performance before he/she meets expectations.

Ineffective - An ineffective teacher consistently fails to meet expectations.

3. Screen all existing staff and rehire no more than 50 percent.

This requirement will be implemented at the end of the 2016-2017 school year. The FSCA team will have completed a year of planning for the Turnaround Model and its implementation. This will afford the opportunity to develop key competencies from which to vet staffing applicants. Deferring the re-staffing process will allow FSCA to identify more precisely the particular staffing needs for the 2017-2018 school year. All staff will be required to apply for positions. The process will be developed collaboratively with the bargaining units to guarantee that, while the learning needs of students are priority, the process is professional and fair.

4. Select new staff.

For the 2017-2018 school year, positions will be posted through the Mid-Michigan Public Schools Consortium. Qualifications include as criteria the key competencies determined during the planning year. Candidates will be screened according to the same process used to re-hire current staff members.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

Beginning the first year of the SIG V award, staff who participate in professional development beyond the scope of their contract receive extra duty pay. A plan to provide additional incentives and increased opportunities will be developed collaboratively with the new principal, staff, district and UTF during the planning year. Suggestions from teachers for possible incentives include professional conference attendance, flexibility in schedule and participation in health, wellness programming.

6. Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff

FSCA already has in place a time schedule to support daily collaboration; 90 minutes per day. Both department and grade level Professional Learning Communities have been established. It is the plan to leverage these PLCs to provide high quality, job-embedded professional development aligned with the IB Instructional Program, PBIS and Restorative Practices, and leadership development driven by data. The following Instructional Leaders will be responsible for supporting the PLCs as they build capacity to be high functioning catalyst for improved student learning; the Principal, the Academic Engagement Officer, the Community Ed Director, the Data Coach, the Instructional Specialists and the Instructional Leadership Team. Additionally, collegial walks which began in the 2015-2016 school year in conjunction with District provided support through Learning Sciences International will continue. These will become a determinant of necessary Instructional Specialist and Academic Engagement Officer professional learning supports.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

As discussed in item 1 above, the process for hiring a new principal began in July, 2016. This new principal will report directly to Superintendent. A Community Ed Director will join the staff of FSCA during the 2016-2017 school year. FSCA plans to implement the Turnaround Intervention Model to develop a model community school. Best practice for Community School Model includes establishing a shared, distributed leadership forum. This forum will be planned and partially implemented in the 2016-2017 school year and fully implemented in 2017-2018. The forum will consist of the newly hired Turnaround Principal, the Community Schools Director (CSD), SIG Coordinator, an Instructional Leadership Team, parents, community partners and students. Additionally, the SIG Coordinator would be responsible for facilitating recurring meetings of all External Service Providers to guarantee alignment of programs, services and initiatives.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards. *

At FSCA longitudinal data indicated the need for strong instructional programming. FSCA has adopted the research-based International Baccalaureate (IB) program. IB programming has been used successfully in the past at another Flint Community School, and implementation was supported by staff, parents and community members. Both Middle Years Program (MYP) and Diploma Program (DP) were adopted. Teachers trained as MYP and DP Coordinators are in place and have been providing support for

implementation including working with staff during professional learning community sessions to develop IB units which are vertically aligned and aligned with CCSS. This support will continue.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs

Professional Learning Communities utilize Instructional Learning Cycles including data dialogue protocol (Lipton and **Wellman**) as a standard structure

The district will adopt “Illuminate” as its data warehousing system for more effective data collection.

Through job-embedded professional development, professional learning communities and implementation of the instructional learning cycle including data dialogue protocol (Lipton and Wellman) staff analyze data to inform and differentiate instruction, as well as determine and plan intervention to meet student needs.

SIG funds will enable the high school to hire a Data Coach who be able to provide dedicated support to improving the capacity for staff to use data to improve instructional practices and increase student learning.

10. Establish schedules and implement strategies that provide increased learning time.

During the planning year of the Turnaround Intervention Model 2016-17, an increase in learning time will be achieved through providing after-school tutoring, Community Education programming and possible transition weeks during the summer. For participating students this extended learning opportunity will provide an additional 3 hours a day or up to 15 hours a week of academics and youth development opportunities. After-school programming will include tutoring, mentoring, and real world learning experiences. The planning year will be used to develop the plan for increased learning time in years two through five and beyond.

During Year Two of the Turnaround Intervention Plan, 2017-18, FSCA will implement a balanced year-round calendar. Under the balanced calendar schedule the large summer hiatus is reduced significantly and the instructional days are balanced throughout the calendar year. This provides for shorter breaks spread out at regular intervals throughout the school year. These short breaks, called intercessions, will be utilized to increase learning time. During intercessions, typically two weeks in length, students will be offered academic interventions, mentoring, environmental program activities, community service activities, and ESL services. Depending on the balanced calendar schedule developed, students will have the opportunity to participate in an additional six weeks, 180 hours, of learning.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

FSCA will implement a Community School Model which provides increased learning time through extended learning, youth development, real world, citizenship and environmental problem-solving opportunities during after school programming supported by community partners. These partners will also coordinate with the school to provide social-emotional and community-oriented services and supports for students as required in the Turnaround Model. The Community Ed Director will facilitate this programming beginning in the 2016-2017 school year during after school sessions. With SIG V

funding, FSCA will implement a balanced calendar schedule beginning in 2017-2018 school year. This balanced calendar schedule will extend these opportunities by potentially 180 hours during regularly scheduled intercession periods throughout the year. Additional services are provided through on site school nurses and health/wellness programming, CRIM Foundation programming, implementation of

Date	
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WEB and LINK transition and Restorative practices, and on site Department of Human Services Advocates.

Additional permissible element of the turnaround model

FSCA adopted the research-based Community Schools Model. Like the Turnaround Model, the Community School Model provides for increased learning time through extended learning, youth development, real world, citizenship and environmental problem-solving opportunities during after school programming supported by community partners. These partners will also coordinate with the school to provide social-emotional and community-oriented services and supports for students as required in the Turnaround Model. The Community School Model requires a new governance structure under which the Principal reports to the Superintendent and collaborates with the Community School Director, also a Turnaround requirement. FSCA will build leadership capacity at all levels by leveraging its partnership with MSU K-12 Outreach to provide professional learning for a building leadership team via participation in the MSU Fellowship of Instructional Leaders. This Instructional Leadership Team (ILT) will be responsible for developing the capacity of the each PLC through job-embedded professional development, a Turnaround requirement. The ILT and PLC will be the structures through which the continuous use of data to inform and differentiate instruction will be promoted and ongoing, high-quality professional development will be implemented, both necessary components of the Turnaround Model. They will also be the mechanism for implementing and improving the MYP/IB curriculum and instructional practices to maintain a focus on teaching and learning, as well as to support the professional learning for and implementation of PBIS and Restorative Practices, and WEB, LINK & CREW programming in order to improve school culture and climate.

Professional Development Calendar

2016-17

July 18-22	Inquiry Based Instruction—Part 1
July 25-27	Inquiry Based Instruction—Part 2...Using Criterion Scoring
August 30-31	Building & Maintaining—Professional Learning Community Restorative Justice—Part 1 (MTSS)
September	Identify team for 7 th 8 th 9 th grade Transition and make connections to WEB, CREW-LINK
November	Identify Team to Develop Center for Environmental Innovation, Research and Design
November	Establish Calendar and Begin Culture and Climate Institute
November	Family Liaison begins to organize parent engagement sessions
November 8	Analyzing Student Data (NWEA)—Aligning Instruction; Restorative Justice—Part 2 (MTSS)
December 16	Six Steps to Effective Vocabulary Instruction
February	Training for identified Transition staff for WEB CREW-LINK Program
February 17	Six Steps to Effective Vocabulary Instruction
March 7	Deconstructing Text Prompts
May 18	Using Instructional Technology to Improve Student Engagement

2017-2018

Date	
July	Plan for Opening of the Center for Environmental Innovation, Research and Design
July 17-19	Inquiry Based Instruction Criterion Scoring—Evaluation year I
August	Established Culture and Climate Institute Calendar
August	Plan Transition Program WEB/LINK CREW for Fall
August	Plan Parent Program for the Fall
August	Opening of the Center for Environmental Innovation, Research and Design
August 29-30	Building a Positive School Climate & Culture Analyzing State Assessment Data
November 7	Analyzing Student Data (NWEA)
December 14	Cognitive Engagement—Instruction Strategy
February 16	Analyzing Student Data (NWEA)
March 23	Writing Across the Curriculum—Part 1
May 11	Writing Across the Curriculum—Part 2

2018-2019

2019-2020

Date	
August	Transition Team Plans for the year
August	Family Liaison Plans Schedule for the year

August	Center for Environmental Innovation, Research and Design
August 28-29	Analyzing State Assessment Data; Criterion Scoring year 3; Inquiry Based Instruction year 3
November 6	Analyzing Student Data (NWEA); Deconstructing Test Prompts
December 13	Using Instruction Technology to Improve Student Engagement
March 5	Cognitive Engagement Strategies to Increase Student Achievement

Memorandum of Understanding (MOU)
Between
United Teachers of Flint, Inc. (UTF)
and
The School District of the City of Flint (Flint Community Schools – FCS)

Priority Schools – Southwestern Classical Academy

1. The purpose of this Memorandum of Understanding is to address those schools that will be selected to receive the School Improvement Grant - V, within the School District of the City of Flint (FCS).

2. School Improvement Grant – V (SIG) Schools
A. Priority Schools

A Priority school is a school in improvement, corrective action, or restructuring that is in the fifth percentile or lower among all schools in Michigan.

3. Flint Community Schools has applied for the SIG – V award and has selected the Turnaround Model (Attachment B.2) from five (5) options provided by the Michigan Department of Education. Pursuant to the Turnaround Model, the District must comply with each element of the model and seeks to modify the collective bargaining agreement between the parties as it pertains to greater operational flexibility as outlined below.

4. There shall be extended learning time for staff and students of the SIG School(s), including an extended school year. The school year will be extend up to four (4) weeks immediately following the regular school year contingent upon available grant funding. The extended year will apply to all staff members assigned to the school full time and who are members of the United Teachers of Flint, Inc. Staff members who are shared between multiple locations or centrally deployed are not to be included in the extended year unless otherwise directed.

5. Staff shall be required to engage in district professional development days of the regular school year and additional school level professional development days scheduled during the school year and the four (4) week extended year period as necessary to implement the Turnaround Model. Any additional Professional Development beyond what is currently scheduled will be paid pursuant to Article 8.B.3 and may occur on evenings, weekends, and during the summer.

6. Parent-teacher conferences of the regular school year will be observed. An additional parent-teacher conference may be scheduled during the extended year period.

7. Staff will be paid their regular daily rate for the entire extended work year (i.e., regular work year and additional weeks). Any hours worked beyond the extended school day shall be paid pursuant to Article 8.B.3.

8. As required by the Turnaround Model, for implementation, the teaching staff must be screened and no more than 50% retained resulting in reassignment or reduction based on the following factors:

- (a) A teacher's certification;
- (b) A teacher's qualification;
- (c) District overall instructional needs;
- (d) Other necessary and reasonable considerations, as determined by the Board after consultation with the UTF.

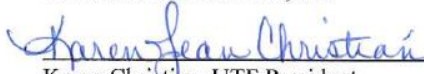
9. The District's Layoff and Recall Policy 5515 will be followed to the extent that it does not impede implementation of a redesign plan at an "affected public school" or conflict with Revised School Code.

10. The District and UTF will meet and confer regarding any contractual or other work rules that may impede the implementation of the Turnaround Model upon identification of such contractual or other work rules by the District and/or UTF.

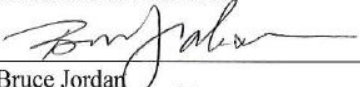
11. This Memorandum of Understanding will remain in full force and effect through the end of the 2016-2017 extended school year.

12. This Agreement has no precedential value.

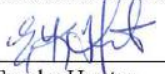
United Teachers of Flint, Inc.


Karen Christian, UTF President
Date: _____


MEA UniServ Director


Bruce Jordan
Date: 7/14/16

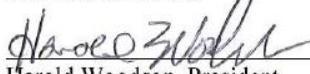
Executive Director of Human Resources


Erycka Hunter
Date: 7/14/2016

Superintendent


Bilal K. Tawwab
Date: 7.14.16

Board of Education


Harold Woodson, President
Date: 7/14/16